

Draft

NOV 15 REC'D

*Directing the Winds of Change 1992
National Conference of Student Governments*

MINUTES

WOC 92

Current State of Student Financial Assistance

Friday, November 13 9:00 am
Brighton Room

PRESENT:

UNIVERSITY	NAME	NAME
UNB-Fredricton	Eric Burchill	James van Raalte
	Tammy Yates	
Waterloo	Sue Crack	Dave Martin
	Brent McDermott	
Queen's	Catherine Emmerson	
Western	Jason Grier	
U of S	Lisa Jolly-Chitrena	Tracy Sletto
U of M	Carolyn Keeler	Paul Kemp
Mount Allison	Jill Kerr	
Brock	Kimo Kimonos	Dave Wells
U of C	Heidi Kutz	Raymond Wong
UBC	Orvin Lau	
Concordia	Charlene Nero	Frederick Sweet
McGill	Jeff Percival	
Carelton	Shawn Rapley	
Dalhousie	Candida Rifkind	
Wilfred Laurier	Alexandra Stangret	
U of A	Randy Boissonnault	Terence Filewych

U of A Students' Union Financial Aid Information officer Becky Lore
CEO of Alberta's Student Finance Board Fred Hemmingway
Speaker Martin Kennedy

1. CALL TO ORDER

Meeting was called to order at 9:10 am.

2. PRESENTATION

Discussion was lead by Becky Lore, the U of A Students' Union's Financial Aid Information Officer.

Lore: Gave a brief outline of the current Canada Student Loans Program

- reminded everyone that each province administers the program themselves

CURRENT PROGRAM

Availability

- available to Canadian citizens or landed immigrants for full time students

- full time as defined by the institution

- based on financial need, the criteria established by the Canadian government

- they are supplemental to student, parent or spouse resources, CSL's are not made for students to rely solely upon

Proposed Change: -Change to definition of full time

- now currently 60% of full course load, change is to be 80% of course load.

Yates: 80% of full course load definition has already been adopted in New Brunswick

Lore: provinces may opt in or out, standardizing their programs to the federal changes.

Funding Limits

- \$105/week maximum, worked out for an 8 month school year it works out to \$3570 .

- doesn't go too far after tuition and books

- lifetime limits \$20,000 for undergrads

\$30,000 for masters students

\$40,000 for doctoral students

Proposed Change: Revising weekly limit, no range given yet (just says to be updated)

Repayment

- interest free during the student's period of full time studies and for 6 months afterwards
- each year a student needs a loan, it is a separate loan, consolidated into one at the end of the study period
- interest rates are set at the point of graduation. The government sets it once a year in August and it is usually the Prime rate plus 2%
- the interest rate as set in August of the year the student graduates and consolidates the loan is the interest rate the student pays the entire loan back at.
- any further loans taken out (ie. to go back to school) are payed at the consolidation interest rate.
- for loans over \$3,000 there is a 114 month limit to repay, about 9.5 years

Proposed Change: to eliminate the 6 month grace period.

3. DISCUSSION

- discussion ensued on the proposed changes as outlined in the Lending for Learning document
- decided the general aim was to come up with a consensus of opinion on the changes

MISSION

Boissonnault: Pretty motherhood issue

Yates: Concerned that the commitment to accessible education has been deleted, which negates the purpose of Canada Student Loans (CSL)

Filewych: Interpreted the "equalizing learning opportunities" as the access to education

Yates: Concerned that it was not the same level of commitment

Martin: Thought the point of the present CSL program was to enhance access, not guarantee it, however, neither goes far enough, and it's not clear enough. As Student Leaders we need to get the best changes. We need to get a guarantee on accessibility.

Nero: This change would enable the government to downgrade education. They could downgrade it universally so that they could maintain that they were providing equal education to everyone. These changes gear the policy towards giving education to people to turn out happy cogs in the great machinery. The current program mission should be strengthened to guarantee access instead of enhance access. This goal oriented mission should be gotten rid of, since that is not the point of a mission statement. This mission statement narrows the program when we should be broadening it.

Filewych: Asked Fred Hemmingway, the CEO of Alberta's student finance board, for his interpretations of the mission statement.

Hemmingway: Did not feel there was any intent to downgrade access. He felt the government's concern was obtaining value for money, and they saw that as completion of programs. Felt this mission was more focused now on enhancing the skills of the workforce, and it now mentions completion of programs.

Boissonnault: Felt we could move on, flagging a concern with lack of commitment to accessibility.

Yates: Add a concern of education's role - should be education for education, not education for work.

Wells: Felt the movement towards narrowing the program should also be flagged. This could cut out a lot of students for eligibility.

Lore: Reminded people the program is only for full time students.

ELIGIBILITY CRITERIA

Kennedy: Asked what the experience had been in New Brunswick with the 80% full time definition.

Yates: Everyone wants to get in and out as soon as possible, but all students must still be considered for their special considerations. Through CFS New Brunswick the UNB students' union received special for Students' Union executives and students with disabilities. But need to get consideration for all students.

Lau: Mentioned that they rejected the 80% definition in B.C. Feels it fails to take into consideration the changing type of student, for example a single mother attending school.

Kutz: Full time student is defined as 60% of full course load at U of C, if it was changed you would find more students taking 4 courses instead of 3. This would put more pressure on the Universities, which they could not meet (ie larger classes).

Boissonnault: Recommended that the group submit a recommendation to maintain eligibility criteria at 60%.

Jolly-Chitrena: Are we going to justify our recommendations if we submit them to the Secretary of State.

Boissonnault: The reason the Council of Ministers agreed to the change to full-time status to make students take their education more seriously. Boissonnault felt that students are taking their educations seriously, and that the ministers are not sufficiently aware of this. Made the point that the change would affect the fee structure of the Universities. Grants are based on the number of full-time students at the University, this number could go down with the change. Felt the whole change was a question of the work ethic of students and Boissonnault felt it wasn't slipping.

Kerr: Felt there should be clarification of the reasons behind the DWOC recommendations when they are put forward.

It was decided that should people have comments or concerns to add, they should take it to the minute taker.

PROGRAM OF STUDIES LEADING TO A DEGREE ...

Nero: This change limits the CSL program to those studies leading to a more professional degree. It cuts out an interdisciplinary education when we should be moving towards broad undefined interdisciplinary approaches to study. It is imposing a great deal on people, expecting them to enter University knowing exactly what they want to do and study only that. Post-secondary should not be a way for the government to shirk its job-training duties, they are two separate and distinct issues. Education is in a crisis and the government is not addressing this problem adequately.

Rifkind: Felt this section is in direct contrast to the mission. To become skilled and adaptable one has to learn different ways of thinking.

Jolly-Chitrena: This leaves no focus on liberal arts education. In Saskatchewan there was concern about private vocational schools. Some are good, but students going to the bad schools and getting CSLs to do it are taking resources away from students who are going to accredited institutions and getting a good degree. The section says

nothing about the accreditation of the schools. Funding should be limited to those accredited institutions.

Sletto: There are a large number of unclassified students at the U of S, it isn't any cheaper for them to go to school, and they have no less right to the money.

Sweet: Felt this document limited the degree of choice on whether to study full-time or part-time, and that peoples real day to day concerns are not being taken into account. This group knows what it needs and in isn't in this document.

SATISFACTORY ACADEMIC PROGRESS, LIMIT ON BORROWING

Percival: Should be cautious around limits on total borrowing. The Quebec government unilaterally knocked back the limit on loans in Quebec from 16 to 12 terms over the summer. Students doing after degrees (eg. law, medicine) came back in the fall finding out they had no loan and therefore had financial trouble going to school. Have to be vigilant as to when the government changes its timing of implementation, as well as watching the change itself.

Yates: Having academic progress monitored by the government makes the government a school teacher. The government has no place doing that, it should be up to the institution.

Rapley: If the school is letting people continue, the government has no business interfering.

Boissonnault: Asked Becky Lore what the current policy on Academic eligibility is.

Lore: The student has to pass 60% of the courses they are taking.

Hemmingway: Academic progress is not a concern for government. The government is concerned about people moving from faculty to faculty and their use of loans to do it, never completing a degree.

Lore: Some students transfer to another institution where the standards are lower after failing at one, showing no true commitment to getting an education.

Percival: We must find a way to balance accessibility and the abuse of the system.

Rapley: The problem of abuse is not a governmental concern, it's the institution who should crack down on that.

Hemmingway: Institutions have not been hard enough on some people jumping from faculty to faculty. The governments concern

is financial, they want to help as many students as possible, and some are taking more than their share.

Yates: The majority of students want to get their degree quickly. The problem doesn't warrant this big of a change.

Nero: We should keep in mind the practical consideration of time limits. Someone on a 60% of regular course load program, cannot complete an undergrad, Masters and PhD degree in 10 years. Some students abuse the system but the abuse is not sufficient to warrant these changes. These changes are changing the whole focus of the program, not addressing the true problems. Quebec gives bonuses to institutions for the number of degrees given. It had an impact on the programs being offered, certain certificate programs were phased out because the institutions were not getting paid for having students in them. Limits part time students as well.

REINSTATEMENT

Crack: suggested limiting the number of speakers as there isn't much time left and lots to cover.

Kennedy: Will speed things up.

Percival: When someone defaults the government expects payment in full, but people default because they can't pay.

Filewych: Concerned that circumstances beyond students' control have been eliminated and they should be taken into account. Asked Fred if this is an intentional omission.

Hemmingway: Did not think it was intentional. Alberta expressed the same concern and is hoping the Federal government changes its mind.

CONSISTENCIES IN DELIVERY AND ELIMINATION OF BARRIERS

Hemmingway: The gist of this section is that there is not enough control in the private vocational sector. There is a high default rate there and the government is concerned about the cost.

Yates: Concerned about the acceptable level of defaults. Canada is a diverse country. In the Maritimes, for example, students cannot get jobs as easily as in other areas of the country, and therefore cannot pay default their loans back easily.

Jolly-Chitrena: Default shouldn't decide if an area of study is a good field, accreditation is supposed to do that. Default should not be tied to licensing, they are two separate things.

Sletto: This change mentions institutions and programs with default limits. These changes have the potential to wipe out programs if they have high default rates. It would be a mess to differentiate programs based on default rates.

Wells: This is a way to control what schools are teaching, the narrowed focus is not good.

Filewych: Met Minister of State for Youth. He was not sure this criteria would be upheld by the Charter of Rights. Filewych felt the changes were not referring to Universities, mostly private institutions. There is a 6-8% default rate at Universities, whereas a 30-70% rate at private institutions. Focus is to make the fly-by-night institutions look at the programs they are offering with high default rates.

Rifkind: Nova Scotia is different from other parts of the country. Mentioned a college in Nova Scotia that has one of the highest default rates, but the area also has one of the highest unemployment rates. The education at the college is just as good, its the economic circumstances around it that leads to the default rate. It is better to have an educated population looking for jobs than an uneducated population looking for jobs. So need to be cautious, the policy could apply to colleges and universities.

Rapley: Default rate at institutions is best regulated by accreditation, not the loans program. It is a question of accreditation, since accreditation was talked about earlier, this section is not needed.

Nero: For the first time ever private post-secondary education has appeared in a federal government document. Felt the overall intention of this document is privatizing education. The accreditation problem should not be in this document. By focusing on institutions they are saying private education is the way to go. Should the government really be giving money to private institutions (through paying students' tuitions) when their aim is to make a profit? Private education has had serious effects on education in other countries.

Boissonnault: These changes are admitting something that currently exists. The level of defaults is a concern - would this be a nationally determined level? It would have to be provincial.

Hemmingway: To this point at least, the CSL program is administered provincially.

Boissonnault: Given that this change is fuzzy, should recommend that administration remain provincial to alleviate problems with regional economic disparities.

Jolly-Chitrena: Accreditation and loans are two separate issues, and should not appear in the same clause. Saskatchewan had a problem with private vocational schools, the government got on it and now students going to some of them are not eligible for funding. Changes can be made.

Yates: Economic disparities are within provinces as well. North and South New Brunswick are economically different, so there could be problems with default limits even if they are provincially administered.

NEEDS ASSESSMENT

Hemmingway: This section is addressing portability. Alberta cannot afford to make its provincial loans portable. There has been no agreement in this area.

Jolly-Chitrena: It's hard to give an opinion without actual facts.

Yates: Should recommend they call for student consultation when making the policy.

ASSISTANCE FOR NEEDY STUDENTS

Rapley: The updated clause regarding weekly loan limits should include a clause increasing it every year.

Boissonnault: Asked for ideas on what to use to update this - CPI, needs assessment

Hemmingway: A big consideration is what the government can afford to do. The Alberta government has suggested that the federal government should go back to 1984 and use the CPI from them to update it.

Jolly-Chitrena: These changes don't take tuition and books into account, the program must be more reactive. Pay for 100% of tuition and 100% of books, and then allocate a weekly limit for living.

Hemmingway: The province has incurred an increase in its loans, Federal loan issues have doubled, but probably due to increase in demand.

Sletto: The province takes actual education cost into account in the assessment in Saskatchewan, the problem is the loan limits. The province covers tuition and books and then gives money for living expenses. The problem is that costs are different for different

faculties. Someone in a more expensive faculty hits the loan limit faster, and will have less to live on. Should consider separating the faculties, people in the professional faculties, which are often more expensive, may be better credit risks.

Nero: There should be incentives for borrowers with other needs besides disabilities. For example Native students, single parents, students attending urban schools from rural backgrounds, etc. There are all kinds of other types of special needs situations.

Kennedy: Are there suggestions for updating the loan limits?

Yates: Must figure out how much a student needs to live, and then should make that available to those who need it.

Percival: Perhaps there should be a CPI for students for different regions, the CPI doesn't really apply to students, the market baskets used are not really applicable. If had a CPI for students and regions, then good loan limits could be determined that are best suited to individual needs within the regions.

Kennedy: So there is consensus on regional flexibility, not one national number.

Jolly-Chitrena: Need regional flexibility, many different factors are involved in each province.

Sweet: Need a locked in escalator as well.

FINANCING STRUCTURE

Percival: Exterminating the 6 month grace period is not good. Also this risk sharing among lenders, banks would be accepting half the responsibility and banks are a lot less likely to give money to students without a 100% guarantee on the loan. This change gives discretion to banks over which students get loans. And the students who need the most will be the least likely to get a bank loan.

Rifkind: Without the guarantee of the government, this loan is no different from a personal loan. It will discriminate against students living at home but not getting support. Parents should not have to prove to banks that they are not giving support.

Hemmingway: Felt default rates would come down if banks had more interest in the accounts and would do the collection themselves and the government would not pay as much on defaulted loans.

Kemp: Should be incentives for banks to get the money back, as long as it doesn't affect who gets the loans.

Yates: Genuine defaulters she can understand but everytime someone defaults it hurts those who are students now. Could see how the banks might require parents to co-sign the loan or students to put up collateral. Could be difficult for many students.

Rapley: Banks are not going to take half the risk without having some control over who gets them.

Hemmingway: It is based on profit motive. Currently, at the first missed payment the bank sends the loan to the government, who issues the bank a cheque and then sells the account to a collection agency. The problem is that this process takes several months and by the time the collection agency gets the account, the student is hard to find. This gets the banks involved, and might make it easier to get defaulted loans back. There has been no indication of requiring a cosigner for the loan from the banks.

Yates: CFS talked to the banks and that was the impression they gave.

Nero: Provide incentives to the banks to collect loans, but this is much different from asking for risk-sharing. Should provide incentives to lenders for collection of loans instead of having a risk sharing arrangement. The problem with the document is not what is said but what is not said, there are not details.

Yates: Idea of removing the 6 month interest free grace period isn't good. Even banks don't like it because it is hard to tell who is going to continue on in school from May to September.

Sletto: Asked Fred Hemmingway what the status is on the legislation to remove the grace period, so far it has only gone through first reading but people talk about it like its done.

Hemmingway: Did not know, believes the government is awaiting the final negotiations with the banks. No final word given by the federal government.

Sletto: With respect to this bill, there is no mention of removing the 3% guarantee tax, it only says no new taxes are included. She offered a copy of the bill tabled in the house to anyone who wanted it.

Kennedy: Suggested this would all be collated into a document by tomorrow morning to be discussed.

4. ADJOURNMENT

Meeting adjourned at 10:40 am.

Additional Comments from Concordia

- the approach is not student-centered, it focuses more on lenders needs.
- the federal government is disengaging itself from its responsibility for post-secondary education with this document.
- a corporate/production model is being imposed on post-secondary education.
- Recommendations on Financing:
 - 6 months grace period, at least
 - 100% guaranteed by the government of Canada
 - the interest rate to be inversely proportional to the unemployment rate
- The cost of living should be built in
- Canada/Share fixed as percent of total cost

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MINUTES

WOC 92

Income contingent loan repayment plans

Friday, November 13 10:45 am

Brighton Room

PRESENT:

UNB-Fredricton	Eric Burchill	James van Raalte
	Tammy Yates	
Waterloo	Sue Crack	Dave Martin
	Brent McDermott	
Queen's	Catherine Emmerison	
Western	Jason Grier	
U of S	Lisa Jolly-Chitrena	Tracy Sletto
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Carelton	Shawn Rapley	
Dalhousie	Candida Rifkind	
Wilfred Laurier	Alexandra Stangret	
Alberta	Randy Boissonnault	Terence Filewych
	Danya Handelsman	

1. **CALL TO ORDER**
Meeting was called to order at 11:00am

2. **PRESENTATION**
Discussion was lead by Terence Filewych and Randy Boissonnault

Boissonnault: "Income - contingency presentation"

- system of contingent loans - pay after grad

2 types:

- 1) Mutualized - everybody pays for long time
eg. Yale - pay back 150%
- high-income subsidize low income person
- 2) Non-mutualized - repay what you borrow
- "to each his own"
- eg. Sweden

Advantages:

- 1) based on grad's ability to repay
- 2) reduces risk of non-repayment
- 3) flexibility to steady interests - not because of \$\$
- 4) tie it to tax system = people will pay it back

Disadvantages:

- 1) may result in higher tuition fees
- 2) new fed/prov reg's re. Revenue Canada
- 3) large capital com. to start
- 4) lack of feasibility study

Roadblocks:

- 1) Financial institutions may resist change
- 2) prov. stud. Awards officers - fear they may lose jobs - resist
- 3) large capital commitment

Myths:

- 1) those who make money subsidize those who make less - NB
- 2) inc. cont. calls for institutional autonomy in setting fees
- No: 2 prog. not nes mesh

Yates: No Univ. involvement

Percival: Not Univ. that make few decisions, tuition corridor
"Odious" extra changes - imposed new fee but didn't raise
tuition fees
10% corridor

Rifkind: U.S. dollar therefore sets tuition fees.
Extremely inhibitive - decrease accessibility
Recessed economy therefore other students from other nov's
influx their system

Filewych: Hecs Model (Australian)

Higher Education Contribution scheme:

Pay now

75% discount on tuition, if paid in full

- not tax deductible

Pay later

- take as loan from Australian. government
- fill form under "Deferred Payment section"
- Commonwealth pays taxes

Prepayment

- threshold level - then begins repayment when taxable income reaches it
- if financial emergency
- indexation - based on CPI
- subject to adjustment
- essentially a payment deferral

Boissonnault: Yale: - pay 150% back - indirect subsidization
Ford study would be feasible

- Swedish:
- 3 graded age groups
 - usually 15-20a
 - have until 50 to repay it
 - repayments 3 times a year
 - 2% = genuine defaulters

3. DISCUSSION

Lau: Inst. responsible to set tuition fees

Percival: Adjustment on debt based on CPI - problem
Anytime based on cost of living, don't consider most students don't work
Unacceptable, can't judge students on same criteria as adults

Kemp: Where will that money come from
Look at long-term gain of this program
Based on progressive tax system model: benefit to us

Nero: Problems - living allowances, etc.
Dangerous principle: we pay first to go to school, then repay as contributing to society
Problems about students getting unwilling government to continue funding education
No needs for assessment here

We should focus on: provisions to education for all, effective education

Fewer problems with mutualized program

Non-mutual. - governments responsibility

Social responsibility

- Grier: Increase in defaulted loans
Large administrative bureaucracy
Larger client base - increase in numbers of people (applying for) getting support
In system longer - track you longer = expansion of admin. to accommodate
Higher costs - eg. less interest relief
Increase in defaults because of limited period of repayment
Low-income situation, may not be able to repay
Rent/food/etc. covered by grants in Sweden
All models break down in really increased debt levels
In and, taxpayers pay it back (if increase debt levels)
- Sletto: The govt.'s student loan plan seems based on cost recovery
Endorses a flexible repayment system
Other models based on cost recovery
- Yates: We'll be out of system when income contingency implemented
We need payments based on how much we earn
Progressive taxation system in country needed
Models based on individual students--where is benefit to society addressed?
CFS wants minimum corporate tax to support education
We should be committed to education as a right
- Percival: Govt. should allocate money better, eg \$5 million for helicopters?
Govt. must increase student loans and education funding
Govt. makes more money, but is unwilling to give some up
Impractical to lobby; we won't get income contingency
Loans and bursaries before being reformed must satisfy the needs of the taxation system
HECS not practical
- Boissonnault: For income contingency to work in Canada, must have:
needs assessment
Consideration of living costs, not just "education" costs

Why put money in system when education not accessible?
Public thinks we should be paying more
Adding income contingency perspective on present loans
system might be best, instead of implementing Aust model, for
example
How many schools will write the government to ask for a study
of a Canadian model?

Emmerson: Capital start up can be from many sectors.
Income Contingent loan repayment is self sustaining after its
Start (for example after four annum)
We can support both options

Jolly-Chitrena: Income contingency allows greater access to more money
up front
Also recognizes significance of post-secondary education in
society
Supports income contingency as a principle

Rapley: We must maintain accessibility
Agrees with flexible repayment plan
Will endorse a plan that works

Nero: We compromise ourselves as student leaders when we allow
the govt. to influence our agenda
The problem with inc. cont. is that there is a difference
between free and accessible education
Graduated corporate tax (income tax) is better than graduated
income contingency

Sweet: Full employment important part of Swedish policy, shared
responsibility as equal as possible for everybody
Taxation system should not reward the winner
Review allocation: comprehensive policy
Examine where we want to go with education

Yates: Endorses system that responds to competence and quality of
student ("best and brightest"), not ability to pay
Psychological barrier for poorer families
Did not come here with plenary to vote
Is an active CFS member
Will not support anything like inc. cont.

- Lau: Does not seem to be a consensus
- Boissonnault: Not pushing people into anything
- Yates: Have to deal with accessibility
Student loans program not adequate
Within our student leader mandate to make such a decision
Good idea for tax system to track student loans
Would lower defaults and debt load
Flexible payment option should be asked for
Must find a Canadian model
Forget philosophy, the reality is that people have problems repaying
- Grier: Inc. cont. may be seen as a replacement for grants
Inc. Cont. can't work at high debt levels
- Wells: Great support for it on his campus
Perhaps alumni feel they have a greater responsibility to support those in university
Alumni contributions more effective than govt. handouts
Greater negotiating ability and decreased administration
Australians love income contingency
Will support any efforts of creating a Canadian model
- Nero: People are less economically able to pay at end of educational program
Fiscal responsibility of lending institutions
According to the govt.: nothing wrong with system, people cheat and drain system-WRONG!
Grants are declining, being replaced by loans
Why aren't we better assessing defaulted loans?
Serious issue when 25% can't repay loans
If it is student poverty, inc. cont. will not address issue of repayment
- Sweet: Is highly committed to flexible repayment of loans
But income contingency might move responsibility for costs of education from govt. and public to students
Would double debt load if kept interest subsidy
Need to do more work on this
- Yates: Must look at reality: tuition will increase

Money will have to be generated somehow, somewhere--
students will be hurt

Jolly-Chitrena: The 25% statistic on defaulters also represents people
who miss one payment
Tuition will increase, unfortunately
If we want flexibility should allow govt. flexibility of collection
once you're employed

Filewych: We should set our own agenda
Good chance tuition will increase in Alberta
Flexibility of repayment important

Boissonnault: Thanked delegates for ability to bounce off ideas and
generate good discussion

4. **ADJOURNMENT**
Meeting adjourned at 12:25 pm.

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MINUTES

WOC 92

Making teaching a priority

Friday, November 13 2:00 pm
Brighton Room

PRESENT:

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UNB-Fredricton	Eric Burchill	James van Raalte
	Tammy Yates	
Waterloo	Sue Crack	Dave Martin
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Wilfred Laurier	Alexandra Stangret	
U of A	Randy Boissonnault	Terence Filewych
	Danya Handelsman	

1. CALL TO ORDER

Meeting was called to order at 2:15

2. PRESENTATION

Discussion was lead by Danya Handelsman and Peter Cahill

3. DISCUSSION

Handelsman: Students complain that Student Unions don't do enough - problem is that they don't know what SU does (why is SU so focused on making money?) - all comes back to reason why students attend Universities (ie. to learn) some student initiatives are being taken to make teaching a priority - perhaps teaching awards on a national and local basis

Cahill: Large Universities are critiqued for teaching. When universities were introduced teaching was priority - Germany's universities are more research-oriented. The Smith report recommended that more teaching and less research will lead to better teaching. Universities are taking initiatives: Grad students to learn how to teach - perhaps a national teaching award (ie. known across country) - if chosen based upon same criteria nationally, more prestige would be given - perhaps national awards will give universities more credibility.

Handelsman: Teaching award (see overhead)-perhaps money and/or a plaque involved...pictures published -perhaps to award excellence in teaching and/or teacher's ability to motivate/inspire students

Cahill: either we 1) choose one award/school, or 2) choose one candidate/school and choose top three for awards.

Kutz: U of C has had teaching excellence awards for 10+ years - were student-initiated - 15 awards/year...5 to teaching assistants too - nomination forms distributed across campus - nominations in Fall...awards in Fall/Winter too - once nominations in, Board reps enter each teacher's class to see the teacher for themselves - award on basis of faculties - reps from each faculty in S.U. - award ceremony at the end of each year...separate from rest of awards - awards have grown in past years.

Handelsman: Is U of S system similar?

Jolly-Chitrena: Yes. Bad teaching is very easy to identify -not many mechanisms to award good teaching - entire U of S system from U of C.

Keeler: Some discussion/feedback from faculty - problem is that awards award excellence as opposed to good teaching.

Rapley : Carleton stole U of C's idea for their "Golden Apple Award"- Excellent are awarded teachers as opposed to only the best ones - is imperative to play up the positives but just as imperative to help provide services to help bad teachers - McMaster has a center which helps bad teachers correct themselves...something every university should have.

Burchill: awards are very important because they recognize good professors - BUT...provides no stimulus for poor professors to improve - when their poor performance starts to hit them in professional careers then it matters

Rifkind: Dalhousie's system (summary in packages) - approximately five different criteria for professor evaluation - perhaps a way to improve teaching methods - new method implemented this year to try to "weed out" bad profs

Jolly-Chitrena: awards to be used in tenure/ evaluation process- all anonymous comments to go to the President of university and other levels of administration (ie deans) - seems to work

van Raalte: UNB has one of higher percentages of tenure - to keep profs there - question is how to get quality of tenured professors

Emmerson: instructional development center set up: profs with "bad" reviews are sent there to learn motivational teaching methods - working very well- evaluation process is being re vamped- presently done from faculty to faculty- trying to get a common form in campus- DSC representative on council from classes/faculties- ad hoc tenure/ promotions committee

Kemp: 3 awards go out supported by administration and GSA awards go out -- some students rally behind profs though sincere comments are seen - some patronage of types too- perhaps teaching should be broken up into priorities (ie research, teaching) gives professors some accountability for

themselves and their colleagues - perhaps we can get profs who are bored of system to change a little

Wells: instructional Resource center too- not sure if it is used too much

Lau: teaching awards very good idea- teaching issues in three areas 1. teaching evaluations 2. improve teaching seminars 3. teaching environment (ie physical + contractual perhaps some studies should be done to see what impedes teaching (ie one where research is awarded before teaching)

Cahill: much information about teaching evaluations- not only good to award great teachers- *Maclean's* lists schools which have evaluations which are published- statistical analysis shows teachers are fairly assessed- some forms pretty much for all faculties - teaching center helps good and bad profs- (ie how to begin discussions etc)- best way for us to begin to contact groups who give awards now (awards are successful).

Handelsman: U of A S.U. is hoping University will support their initiatives - she has info about top 10 schools' initiatives.

Burchill: UNB's Consumer guide is being worked on - how to keep students who made comments from idemnity.

Keeler: Only good teachers go to seminars - though the committees exist and have been struck, sometimes it's hard to get by administration (ie. publishing of comments, etc.)

Grier: Good teachers don't teach and bad teachers do - a lot of focus on changing this (where money is going) - should be able to have some sort of flexibility between what students need and faculty want - some publication from profs is expected - how effective are profs in dealing with questions and for students - teaching evaluations are useless though they are all we have - comments aren't sent out - info. isn't too helpful because students aren't using the evaluations - evaluation forms are pretty much standardized though it is very difficult to do so - we're hoping to find the effective teachers.

van Raalte: UNB's teaching centre just opened - unfortunately, budget reality is that the center won't be in for long because it isn't a priority - how have other schools financed?

Percival: *Maclean's* article fails to mentions McGill's \$70 million debt - research flourishes but teaching tends to suffer - doesn't know if a teaching center exists at McGill - SU doesn't

do course evaluations - faculties do it individually and nothing is too concrete.

Filewych: Perhaps we could come up with a questionnaire with which we could put together an exchange process.

ADJOURNMENT

Meeting adjourned at

*Directing the Winds of Change 1992
National Conference of Student Governments*

MINUTES

WOC 92

Enhancing business performance

Saturday, November 14 9:00 am
Brighton Room

PRESENT:

UNIVERSITY	NAME	NAME
UNB-Fredricton	Eric Burchill	James van Raalte
	Tammy Yates	
Waterloo	Sue Crack	Dave Martin
	Brent McDermott	
Queen's	Catherine Emmerson	
Western	Jason Grier	
U of S	Lisa Jolly-Chitrena	Tracy Sletto
U of M	Carolyn Keeler	Paul Kemp
Mount Allison	Jill Kerr	
Brock	Kimo Kimonos	Dave Wells
U of C	Heidi Kutz	Raymond Wong
UBC	Orvin Lau	
Concordia	Fredrick Sweet	
McGill	Jeff Percival	
Carelton	Shawn Rapley	
Dalhousie	Candida Rifkind	
Wilfred Laurier	Alexandra Stangret	
U of A	Sean Andrew	Randy Boissonnault
	Danya Handelsman	Terence Filewych
U of A General Manager	Bill Smith	

1. CALL TO ORDER

Meeting was called to order at 9:30 am

Discussion was lead by Sean Andrew and Bill Smith

- opened with his involvements such as his membership in the Association of Managers in Canadian Colleges, Universities and Student Centers (AMICCUSC), which focuses largely on managerial issues, share information on how things are done at different universities

- today he wants to share his thoughts as a "General Manager type"

- Student Organizations at universities share common strengths, weaknesses, opportunities, threats

STRENGTHS

- greatest strength is the passion in our hearts

- determination to succeed

- monopoly on how to do things

- ability to service students because we're knowledgeable of student needs

- creative people

WEAKNESSES

- developing increasing financial dependency on students' tuition

- one year time frame, which makes it hard to initiate things longer than one year

- each leadership of national level; we haven't accessed our potential

- spend lots of money on the same things

- have the opportunities, we need to improve in these areas

THREATS

- financially and morally unwise to rely on alcohol, puts us in a vulnerable position.

- students remain the main source of funds

- competing in commercial areas

BILL

- has developed ideas from his experiences

- need higher levels of interactions with each other

 - for example, General Managers from across the country need to interact

 - interaction also has to take place at the student level

- need perspectives on where we're going

 - for example - opportunities with businesses (eg. Imaginus) to improve ourselves financially

 - entertainment such as tours

- pursue a computer network system across the Universities; it would be financially viable and it enhances communication with students
- explore national student designed/owned/run businesses

SEAN

- addressed problem solving steps, the challenges faced and the advantages possessed

CHALLENGES FACED

- untapped potential
- isolation of students' associations
- increasingly competitive
- 1 year time frame for students association executive

UNTAPPED POTENTIAL

- organizational size of the student association
- social power of the student
 - current
 - potential

ISOLATION OF STUDENTS' ASSOCIATIONS

- difficulty in communication
- inadequacies of current media
 - telephone - one way
 - fax, other correspondence - not fully used
 - electronic mail - not promoted
- problems with traditional meeting

INCREASINGLY COMPETITIVE ENVIRONMENT

- growing dissatisfaction with the government
- increasing competition in the business world
- underfunding of universities - shift from Universities to students associations of services and costs

ADVANTAGES POSSESSED

- students' associations are dynamic organizations, used to rapid change in direction
- demographics of student bodies, young, well educated
- connections to business, government

OPPORTUNITIES TO GRASP

- greater cooperation
- easier communication
- competitive advantage
- cost-sharing

FORUM FOR DISCUSSION

- ability to contact student associations directly
- timeliness of communication
- ability to transmit complex information
- capacity for dialogue and discussion
- these are the needs, and so far they have not been met

ALTERNATIVES

- greater use of existing e-mail networks
- use of an independent network (eg Compuserve)
- creation of a student network
- these would help solve the problems that Bill addressed.
 - e.g., communicating, national contracts could be achieved (and communicated easily)

3. DISCUSSION

Wells: To expect Steve Gates to organize something like this is too much. Need to coordinate our national programs

Smith: AMICCUSC has the same dilemma; it fills needs but can't do some things. Therefore need people to emphasize this idea of a coordinator.

Wells: Has to have a coordinator. From his experience, his GM has a lot of work - 50-60 hours a week and he believes a coordinator is required.

Rapley: Is there something in E-mail that limits student associations?

Andrew: Factors such as not using the E-mail, it isn't completely accessible and the executive may not be able to use it.

Filewych: Details on how to use E-mail will be provided.

Rapley: We chose not to access "entertainment" which is over budget, how can we persuade other student associations to use their money more effectively?

Andrew: Better communication between universities would help. For example, communication from one university to another indicating that it isn't viable to get various acts.

Percival: Problem McGill has is sponsorship; marketing strategies are lacking. Need ideas on how to market various services and events to generate revenue.

van Raalte: The population is not young and therefore don't want money to go to concerts (council is young but the university population is older). Don't have revenue generating programs, and we aren't marketing to a single type of person.

Smith: Marketing is a) advertising, and

b) knowing what people want

The problem in the past has been not marketing to the students' needs. As well, the demographics are changing and therefore need to know students' needs.

Andrew: Need to communicate with other student associations; exchange business ideas, a portfolio of students' needs, etc. should be communicated to the various student bodies. The problem is isolation, student associations should communicate their successes and failures to various student associations so that their problems are not repeated at the other student associations.

Jolly-Chitrena: Need for a national coalition and we must plan effectively; cannot come from a 1 year term, it must be from external.

Boissonnault: Are there other road blocks besides isolation?

Smith: AMICCUSC has run into the problem that it is trying to be all things to all people; it is trying to serve both the big and small universities which results in stopping the communication.

Andrew: Communication should not be rushed

Percival: There is dissatisfaction with student association government; need to balance between marketing, strategies and perceptions with in the student associations.

4.

ADJOURNMENT

Meeting adjourned at 10:22 am.

*Directing the Winds of Change 1992
National Conference of Student Governments*

MINUTES

WOC 92

Improving Communication

Saturday, November 14 12:30 pm
Brighton Room

PRESENT:

UNIVERSITY	NAME	NAME
UNB-Fredricton	Eric Burchill	James van Raalte
	Tammy Yates	
Waterloo	Sue Crack	Dave Martin
	Brent McDermott	
Queen's	Catherine Emmerson	
Western	Jason Grier	
U of S	Tracy Sletto	
U of M	Carolyn Keeler	Paul Kemp
Mount Allison	Jill Kerr	
Brock	Kimo Kimonos	Dave Wells
U of C	Heidi Kutz	Raymond Wong
UBC	Orvin Lau	
Concordia	Charlene Nero	Frederick Sweet
McGill	Jeff Percival	
Carelton	Shawn Rapley	
Dalhousie	Candida Rifkind	
Wilfred Laurier	Alexandra Stangret	
U of A	Randy Boissonnault	Terence Filewych
	Danya Handelsman	Sean Andrew

1. CALL TO ORDER

Meeting was called to order at 1: 22pm

2. PRESENTATION

Discussion was lead by Marc Dumouchel

Dumouchel: Focusing on conceptual skills. Ideas to be presented shared by many students but mainly his own.

Main reasons to go to conferences.

i)to share information

ii)to better communicate with each other to organize coordinated action.

Need to develop virtual conference electronically. Conference from your desk. Benefits include better communication, sharing information, more cooperation, open conferencing. Not bound to any organization. Can be used by all groups.

Better communication electronically. Instant access and response. Can provide on- going dialogue, discussion groups, and improved one-on-one and group communication.

Synchronous communication vs asynchronous communication.

Sharing information results in greater quantity of information, higher quality of information, and better access to information. Can hook into national and government computers and information from your desk. Can compare notes and therefore increase the quality of research. As well, it can save time .

More cooperation leads to greater opportunity for agreement , easier coordination, and ability to respond quickly on a national scale. Easier for collective action. eg. Don Getty and his remarks on bilingualism. Getting responses from different institutions was delayed by mail or fax.

Student movement has lack of cohesion as no communication system.

Virtual conferencing network is open, equal, and flexible. It is available to all SUs. It is non binding, and non institutional.

What are the most precious resources = time, people, information. System can help with communication and time.

Wong: good concept but can be done by fax. This network would cost more. Every office has a fax machine. You can then have the printed document in front of you.

Nero: Is this a student network?

Dumouchel: Unsure whether to run over internet system.

Nero: Why can't we just use Email?

Dumouchel: Has limitations.

Fred: Commented upon the variety of different networks around the world.

Dumouchel: Network can be set up in a number of ways. This is conceptual at the moment. Not running wires school to school. There are technical, developmental, and philosophical issues. Technical issues include: what's possible, what are our needs, cost, and usability. Developmental issues: network is developed over time, developed by a group of institutions, and commitment is required. Developed in stages. At the beginning, may just start with e-mail and build communication. Need the commitment so there is enough people involved to be self sustaining.

Only a concept.

Philosophical issues: open access, not a lobby group, not a national organization in the traditional sense, providing access to SUs that cannot afford it, providing access to students. Enhance student input as it could be open to all students.

It is a service. User driven. You decide what you want to get out of it.

Where to go from here. Is there commitment to explore in the future? You decide if the concept appeals to you, then establish e-mail connections, and agree to work together to design a system. Can get in touch with computer service expert to learn how to set it up. Need a modem and connect with university mainframe and internet.

Virtual conference is a vital resource, user driven, a place of its own.

3. DISCUSSION

Wells: Doesn't CFS have something like this? CFS is also trying to expand its network. CFS may not have funds. Only have CFS schools talking on its network.

Nero: Any group may be on it.

Yates: CFS is trying to come up with more effective network.

Dumouchel: Network should not be political tool. It is open to all users, no baggage with it . It comes from those who have interest in it.

Nero : Any network has its own material on it. Should join up with existing CFS network than to establish a new one.

Wong: Concerned with the financial feasibility.

Dumouchel: Cost would not be a great factor if cost sharing is used. This is dependent upon the number of schools who would like to participate.

Wong: It would be less expensive to improve on existing systems.

Sweet: Can communicate using internet without costing a cent. The cost is not that great. The important thing is to get into the habit of using the network.

Yates: The point of using e-mail is that you may communicate with as many people as you want. This is not just a telephone conversation between two people. However, I would be concerned about the waste of time and money if we do not use it. We need not only to expand the minds of its users but to make it an effective system.

Dumouchel: It can be effective depending upon whether people take you up on establishing this network. This is not to set up a formal organization. This is just a new system of communication.

Nero: Need to make links with other schools. Need a group formed to make it work.

Dumouchel: There is a distinction with formal and informal groups. This is to be established in an informal group.

Andrew: This system would be very useful. Services can be exchanged cutting out paying the programmer to set it up. For example, something like the housing registries system set up at the U of A. Can exchange this service through network.

This can also make research more open and therefore set up an incredible research base. A library of information would be available. This is far more useful than the fax machine.

There are financial benefits to the system. As well, collective policies may be formed.

Boissonnault: There is a break between an idealistic system versus a practical one. Important to note that subscribing to a network would be non-binding and there would be no stigma attached to it.

Demo given by Dumouchel using example of accessibility forum. Illustrated list of all available research that may be obtained.

Grier: Saw potential for real action to come out of using a network. Eliminated time wasted in mailing. Can even download files and put in system.

Dumouchel: Encouraged initiation of collective action by individual schools. Give them the means to do this.

Nero: Using the CFS system, Concordia can float information to other schools. There is no CFS police to check if you are using their system. Could not understand the motivation to build up a new network except that it is anti-CFS. Therefore we should just improve the CFS network.

Dumouchel: Didn't know too much about the existing CFS network. Asked audience whether or not they would like to improve it.

Lau: Using network, can send information to all schools. Frequent user of internet. Using internet is location independent. Can even access his messages from Edmonton, Vancouver, or anywhere in the world on this type of system. University administrators are also on this system. You can therefore bypass all bureaucracy and talk directly to administrators.

Dumouchel: Stressed use ability.

Emmerson: Pointed out that a fax can dial a number of schools at once. Also noted that CFS network is not updated with current information. What do we do about schools who don't join up? These are the ones that you don't communicate with in the first place. How can we reach out to them?

Dumouchel: Hoped schools will see the benefits of the system and want to join it.

Filewych: Hoped that some of these ideas will be investigated by other schools. Had used this system to communicate with UBC. The network can be used as a political tool if you want to it to be. Can also sign into business ventures if you want. Noted that all represented schools agreed network would be useful to establish.

Dumouchel: Hoped schools will contact their respective computing services. We need to get talking on this system.

Yates: Need suggestions to improve CFS system. Need to keep the information on the network up to date so it can provide the information that the students need. Schools are not required to join CFS to use its system. Please send in suggestions.

Dumouchel: Just get on a network and communicate regardless of who sets it up.

Wells: Always felt a stigma attached to using CFS services. Network will be a good bargaining tool.

Sweet: Using internet is free. People will be willing to help you get on one.

Boissonnault: Using a network is not difficult to learn how to use.

The delegates were divided into five groups to try out a network system on the U of A Students' Union executive computers. Challenged with finding a solution to bring the Barenaked Ladies for under \$30 000.

4. ADJOURNMENT

Meeting adjourned at 2:20pm.